

DEMONSTRATION TEACHING OBSERVATION LIST

SUBJECT: _____

RATING: _____

DEMONSTRATION TEACHER: _____

DESCRIPTION: _____

INDICATORS	RATING (Rate 1 to 5 where 1 is the least)	OBSERVATION	FEEDBACK
A. LESSON PLANNING & PREPARATION			
1. Instructional Objectives 1.1 Teacher's objective reflect high level learning related to curriculum framework & standards			
1.2 Teacher's lesson is highly coherent and has a clear structure			
2. Instructional Materials, Resources and Technology All materials and technology support the instructional objectives and key concepts			
B. CLASSROOM MANAGEMENT			
3. Managing Classroom Procedure Classroom routines and procedures are seamless in their operation and students' assume considerable responsibility for their smooth functioning			
4. Organizing Physical Space Teacher's classroom is safe and contribute to ensuring that the physical environment supports the learning of all students			
C. TEACHING-LEARNING PROCESS			
5. Knowledge of Content and Pedagogy Teacher's knowledge of content and pedagogy is extensive, showing evidence of a continuing search for improved practice			
6. Questioning and Discussion Skill Teacher formulates many high-level questions and assumes responsibility for the participation of all students in the discussion			
7. Students' Learning Students are intellectually engaged in challenging content through well designed learning tasks.			

Sample Teacher Observation Guide

Patrick Vollmar



Sample Teacher Observation Guide:

Planning Classroom Management Karen Bosch, 2006-05-12 This is a clearly written tightly organized well researched book Its strength is in the five step process it introduces and develops Francisco Guajardo Assistant Professor Department of Educational Leadership University of Texas Pan American This book offers a wealth of concrete and specific examples models and directions Any teacher or prospective teacher reading it should be able to develop a Classroom Management Plan and implement it Frances Fowler Professor Director of Graduate Studies Department of Educational Leadership Miami University Dr Bosch provides a very practical step by step approach to developing a management plan that works Teachers take suggestions and develop their plan to fit their beliefs and styles Linda Scott Principal Oscar Smith Middle School Chesapeake VA Increase student learning with an effective classroom management plan One of the most challenging tasks for teachers is classroom management that ensures high levels of achievement for all students In this updated edition Karen Bosch helps preservice and experienced teachers develop classroom management plans tailored to their specific needs and skills She discusses a five step process that includes introspection classroom observation plan development implementation and plan revision Field tested for more than ten years this unique book includes Worksheets with questions to guide each step of the process Ample vignettes and examples Strategies for organization discipline classroom operation and instruction Tips for working with diverse students This excellent resource provides guidance for teachers seeking to create a positive classroom environment plan for student centered learning and meet the demands of today s classrooms

Developing Word

Recognition Latisha Hayes, Kevin Flanigan, 2014-07-16 A complete road map for word knowledge instruction in PreK 2 this book focuses on developing the word recognition and phonics skills identified in the Common Core standards for foundational skills It offers clear cut instructions for assessing students stages of word knowledge development emergent beginning or transitional and their specific instructional needs Chapters on each developmental stage are packed with effective learning activities and strategies plus guidance for fitting them into the classroom day Of special value online only appendices provide purchasers with more than 50 reproducible assessment and instructional tools ready to download and print in a convenient 8 1 2 x 11 size

Dive into Close Reading: Strategies for Your 3-5 Classroom Diane Lapp, Barbara Moss, 2017-05-01 Explore the what why and how of close reading to give students in grades 3 5 the tools they need to be successful In this must have guide teachers will learn the key elements of a close reading lesson as well as strategies for analyzing and selecting a text and how to support students based on their progress and performance The included lesson template will allow teachers to not only use the provided lessons and texts but also create their own Correlated to standards this book includes grade specific sample close reading lessons and digital copies of teacher and student resources

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elements of a close reading lesson as well as strategies for analyzing and selecting a text and how to support students based on their progress and performance The included lesson template will allow teachers to not only use the provided lessons and texts but also create their own Correlated to standards this book includes grade specific sample close reading lessons and digital copies of teacher and student resources **Resources in Education** ,2001-04 *Becoming a Reflective*

Mathematics Teacher Alice F. Artzt,Eleanor Armour-Thomas,Frances R. Curcio,Theresa J. Gurl,Mara P.

Markinson,2025-08-01 This research based activity oriented guide offers a highly effective framework for teacher reflection and self assessment Highlighting inquiry based learner centered teaching and grounded in a cognitive perspective this fourth edition features Updated observation instruments for preservice or beginning teachers to use when observing other teachers Additional guidelines instruments and rubrics for supervisors to use when observing conferencing with and assessing beginning or student teachers Added focus on teaching for understanding via engagement and critical thinking Chapter specific updates include updated research literature refinements to Tables 2 1 and 3 1 for depth and clarity and updated examples of student work Thoroughly revised throughout the fourth edition continues to provide preservice mathematics teachers with practical ideas for developing and honing reflective and self analytical skills needed to advance and improve their instructional practice Instructional Supervision Sally J. Zepeda,2016-08-12 This essential text for prospective school leaders enrolled in instructional supervision and evaluation courses provides the knowledge and practical tools to improve teacher effectiveness Melding theory and practice this book is a definitive guide to successful classroom observations pre and post observation conferences and approaches such as action research peer coaching and mentoring The fourth edition of this text has been thoroughly updated to meet the needs of school leaders in today s educational climate Features new to this edition include Additional and updated tools to support school leaders in conducting effective classroom observations and assessing teachers professional learning needs New case studies suggested fieldwork and extended reflections to outline practical applications for the strategies discussed Suggested readings to supplement the information included in this book Expanded discussions of professional learning communities and the topic of motivation New chapters on teacher evaluation and instructional strategies that support personalization and learning technologies This book offers strategies to work with teachers at all stages in their careers laying a strong foundation for effective instructional supervision in PreK 12 schools Many of the templates and tools in this book are also available as free eResource downloads from our website www.routledge.com 9781138649347 **A Guide to Observation, Participation, and Reflection in the Classroom** Arthea J. S.

Reed,Verna E. Bergemann,2005 This guide provides you with a practical resource for school based observations teaching experiences and reflection that not only will bridge the gap between the world of the student and the world of the teacher but also will help you connect the world of theory with the world of practice Includes completed and sequential sample forms of anecdotal and structured observations and template forms at the back of the text and on the CD ROM This edition covers

the No Child Left Behind legislation discussion of the INTASC core standards and principles and their integration into the sample forms Expanded guidance on portfolio development including new sections on how to start a portfolio and expanded coverage of inclusion and resources for observing diversity in the classroom Developing Habits of Noticing in Literacy and Language Classrooms Alyson Simpson, Francesca Pomerantz, Douglas Kaufman, Sue Ellis, 2019-08-15 Noticing is an essential aspect of professional expertise in teaching a skill that draws on deep professional knowledge in ways that affect how teachers are aware of respond to and meet the needs of their students Being a noticing teacher in the language and literacy classroom can make a real difference to students progress as readers and writers to their literacy attainment and to their engagement with learning This international research informed book is unique in its focus on literacy and language The authors explore models and methods to embed both noticing and the development of teacher agency and grounded knowledge into teacher education programs and school practices To further the professional knowledge and agency of noticing teachers the authors argue that research policy and the professional community need to understand how noticing skills can be woven into the policy and practice contexts of the literacy teacher s work Developing Habits of Noticing in Literacy and Language Classrooms Research and Practice across Professional Cultures is designed to help teachers researchers and school leaders think in new ways about how noticing operates in the context of the literacy classroom and how it can be supported Each chapter provides a valuable insight into how teachers learn from their students in the course of teaching activities to be responsive analytical and inspirational **Teaching Children to be Literate** Anthony V. Manzo, Ula Casale Manzo, 1995 Prepares teachers for careers in literacy education emphasizing the role of literacy education in promoting the spirit of democratic life Chapters on the reading process teacher empowerment teaching approaches higher order literacy content area reading and literacy provisions for children wit

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